DOCUMENT RESUME

ED 049 181 SP 004 803

AUTHOR	Glovinsky, Arnold; Johns, Joseph P.
TITLE	Paraprofessional Training Project. Final Report.
INSTITUTION	Wayne County Intermediate School District, Detroit, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE	Oct 70
GRANT	OEG-0-9-324150-2235-725
NOTE	29p.
AVAILABLE FROM	Differentiated Staffing Project, Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Mich. 48148 (free)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Differentiated Staffs, *Educational Programs, *Paraprofessional School Personnel, *Staff Utilization, *Training Techniques

ABSTRACT

Twenty-three teams of trainers of paraprofessional school personnel from school districts in Wayne County were trained, each team composed of five persons representing four different levels: a central office administrator, a building principal, a teacher working or planning to work with paraprofessionals, and two paraprofessionals. The program provided 30 hours of training over a period of 10 weeks. A total of 110 participants were trained and 13 of the 23 teams themselves conducted district training programs. The overall objective of the program was to stimulate the development of new and more effective staffing practices by preparing paraprofessionals, assisting certificated personnel in making effective use of them, developing new career models, increasing the richness of the school environment, and improving communications between the school and the community. Training materials were developed and produced by the project staff and were available to the local teams. Details of this material are included together with evaluation of the program. (SP 004 804-806 are related documents.) (MBM)

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paraprofessional training project final report

The Paraprofessional Training Project "Institute for Support Personnel"

GRANT NUMBER OEG-0-9-324150-2235-725 EPDA

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OCTOBER, 1970

SP004603

THE PARAPROFESSIONAL TRAINING PROJECT STAFF wishes to acknowledge the support, foresight, and interest of the Wayne County Intermediate School District Board of Education.

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FOREWORD

The Wayne County Intermediate School District became interested in and convinced of the potential contribution of paraprofessionals several years ago. An early Title III project identified the nature of their contributions. We have a firm belief that paraprofessionals with proper training have an important role to play in education. Our problem was how to stimulate and support such training in our service area when our own resources were limited. Education Professions Development Act offered the opportunity to provide training and the "trainer of trainers" concept provided an effective vehicle. Twenty-three teams from local districts (over one hundred trainers) participated in the workshops. These personnel, armed with their newly developed skills, have trained over four hundred individuals in their own districts. Materials and training models developed by the project are still available to interested educators. This, coupled with the establishment of local training teams, should assure continued impact on the problem of adequate preparation for paraprofessionals.

William A. Shunck
Superintendent
October 26, 1970

TABLE OF CONTENTS

INTRODUCTION 1

I. The Operational Program 2

A. Organization
B. Sites
C. Participants
D. Outline of 10 Training Sessions
E. Materials Prepared and Distributed
F. Materials in Production

II. Evaluation 9

A. Role Clarification Instrument
B. Trainer of Trainers Self-Appraisal Confidence Scale
C. Reality Testing - the Multiplier Effect

III. Project Staff 18

IV. Where the Project Was Conducted 19

V. Objectives and Needs 20

SUMMARY 24

INTRODUCTION

The Paraprofessional Training Project, Grant Number OEG-0-9-324150-2235-725, funded under the project title "Institute for Support Personnel," was conducted under the auspices of the Wayne County Intermediate School District, Detroit, Michigan. The Project was developed from needs for training identified in the report of the Paraprofessional Study, ESEA, Title III, concluded in August, 1968. During the preceding year planning meetings were held with diverse groups and agencies in the metropolitan area. These included representatives from four community colleges, six four-year colleges, six O.E.O. agencies, five local school districts, six non-education agencies, including law enforcement, medical, recreational, social services, and two teacher organizations at local and state levels.

I. THE OPERATIONAL PROGRAM

A. Organization

The Paraprofessional Training Project conducted three training cycles for teams of trainers from local school districts in Wayne County Schools. Twenty-three teams were trained, 12 from public school districts and 11 from nonpublic schools. The teams were composed of five persons representing four different levels of school personnel -- a central office administrator, a building principal, a teacher who was working with paraprofessionals or who was planning to work with them, and two paraprofessionals.

The participating teams had a commitment to use the training as the basis for conducting in-service programs for teachers and paraprofessionals in their local school settings. The teams either had previous experience employing paraprofessionals or were planning to hire paraprofessionals to improve services to children in their schools.

Each cycle consisted of 10 half day meetings, three hours per week for a total of 30 hours of training.

B. Sites

These trainer of trainers cycles were held in three different sites. Cycle #1 was held in the Beechwood Community Center, River Rouge, Michigan. Cycle #2 was held at Ladywood High School, Livonia, Michigan. Cycle #3 was held in the McGregor Library, Highland Park, Michigan.

C. Participants

The public school participants included teams from the following districts:

Ecorse Public Schools
Garden City (School District of the City of Garden City)
Highland Park (School District of the City of Highland Park)
Huron School District
Inkster (School District of the City of Inkster)
Livonia Public Schools

Junior High - Emerson
Elementary - Hoover

River Rouge (School District of the City of River Rouge)
Romulus Community Schools
Wayne Community School District
Westwood Commurity School District

(Public) Total Teams 12
(Public) Total Participants 54

The nonpublic school participants included the following:

Guardian Angel, Detroit
Gesu, Detroit
Holy Cross Lutheran, Detroit
Ladywood, Livonia
Marian, Detroit
Our Lady of Loretto, Redford
Sacred Heart, Dearborn
St. Bartholomew, Detroit
St. Charles, Detroit
St. Christopher, Detroit
St. Luke, Detroit

(Nonpublic) Total Teams 11
(Nonpublic) Participants 54

Livingston Intermediate School District - 1 person
SEMCOG (Southeast Michigan Council of Governments) - 1 person

Breakdown by number:

Total number of trainees - 110

Central Office Administrators	15
Principals	20
Teachers	27
Paraprofessionals	48

Racial Mix of Trainee Participants:

Total number of trainees - 110

White	82
Black	27
Spanish Surnamed	1

Administrators:	35	Teachers:	27
White	26	White	22
Black	9	Black	5
Paraprofessionals:	48		
White	35		
Black	13		

Totals:

74% White
25% Black
1% Spanish Surnamed

D. Outline of 10 Training Sessions

An agenda was prepared for each training session, and each agenda contained three essential components -- Objectives, Training Activities, and Evaluation. The structure of each session is indicated in the statement of objectives which follows. *

Objectives of Session #1

1. to collect reasonably uncontaminated data about the participants' perception of the nature of paraprofessional training programs, their level of confidence in their ability to train, and their perception of the role of the paraprofessional

2. to identify the range of difference within teams in their judgment of tasks inappropriate for the paraprofessional

3. to assess the background and experience of the participants

4. to give an overview of the design of the training program

5. to clarify the role of the paraprofessional

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*See Arnold Glovinsky and Joseph P. Johns, The Practice and the Promise (Wayne County Intermediate School District), 33030 Van Born Road, Wayne, Michigan 48184, 1968.

Objectives of Session #2

1. to clarify the role of the paraprofessional

2. to feed back to the teams information about their range on tasks judged inappropriate for the paraprofessional

3. to explain the concept of range and range reduction in relationship to conflict resolution

4. to analyze differences in perceptions of inappropriate paraprofessional tasks among teams and among individuals

5. to give information about the legal responsibilities of paraprofessicnals and the school districts employing them

6. to report and clarify selected items from the list of 40 recommendations of the Paraprofessional Study*

Objectives of Session #3

1. to identify problems encountered by paraprofessionals and the professionals with whom they work

2. to model role-playing techniques so that participants will be able to employ these techniques in local training programs, and

3. to assess whether the objectives of the first three sessions have been met

Objective of Session #4

The objective of Session #4 was to improve the participants' skills in communication and conflict resolution by practicing exercises based on a specific communication-conflict resolution model**. The effectiveness of this practice is determined

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*See Arnold Glovinsky and Joseph P. Johns, The Practice and the Promise (Wayne County Intermediate School District), 33030 Van Born Road, Wayne, Michigan 48184, 1968.

**See in addition The Design for Training in Communication Skills and Conflict Resolution (Wayne County Intermediate School District), 33030 Van Born Road, Wayne, Michigan 48184, 1970.

by the willingness of the individual participants to want to become open and sharing. The exercises provide an environment for learning the importance of sharing and listening. They make possible the analysis of a theoretical basis for self-acceptance and trust. This base underscores the importance of cooperative planning between the teacher and the paraprofessional.

Objectives of Session #5

1. to present the classification of paraprofessional tasks as a taxonomy

2. to demonstrate a knowledge of behavioral objectives by designing training for a specific technical task and a specific clerical task

3. to demonstrate the ability to list skills, knowledges, and understandings in a training design

4. to demonstrate an ability to develop methods and materials in a training design

5. to demonstrate an ability to identify an evaluation strategy for specific training tasks

Objectives of Session #6

1. to assess the participants' knowledge of designs for training in specific non-interacting technical and clerical tasks

2. to demonstrate a training design for monitoring

3. to develop training designs for interacting clerical tasks

4. to develop training designs for interacting tutorial tasks

Objectives of Session #7

1. to assess the participants' knowledge of designs for training in specific interacting clerical and tutorial tasks

2. to develop a repertoire of academic and playground games

Objective of Session #8

The major objective of Session #8 is to demonstrate techniques of good design in bulletin boards -- layout, color, and typography.

Objective of Session #9

The objective of Session #9 is to identify specific tasks in reading that paraprofessionals can perform to help children. This objective is achieved by using the curriculum materials developed by the Wayne County Pre-Reading Program for Preventing Reading Failure.

Objectives of Session #10

1. to collect data that will measure the perceptions of the participants about training

2. to collect data about the plans of the trainees to conduct their own training programs

3. to award certificates of training

E. Materials Prepared and Distributed to Trained Teams

1. Packet #1: Role Definition - 5 transparencies and the Role Clarification Guide

2. Packet #2: Lunchroom Monitoring - 12 transparencies, Monitorial Problems Interacting Task Guide

3. Booklet - Role Playing and Paraprofessional Training, how to use role playing for problem identification.

4. Packet #3: Evaluation Instruments for Paraprofessional Training

5. School Library Manual, A Guide for Personnel Without Library Training

6. Booklet: Taxonomy of Paraprofessional Training - systematic organization of training

7. Booklet: Paraprofessional Training Model - outline of 10 training sessions for trainers

8. Booklet: Design for Training in Communication Skills and Conflict Resolution

F. Materials in Production

1. Packet #4: Design for Paraprofessional Training - filmstrip cassette, and guide

2. Packet #5: Paraprofessionals Work with Teachers for Reading Improvement, cassettes, and training designs

3. Booklet: Paraprofessionals and Better Bulletin Boards

II EVALUATION

Evaluation instruments employed by the Project consist of the Role Clarification Instrument and the Trainer of Trainers Self-Appraisal Confidence Scale.

The Role Clarification Instrument consists of 50 items which describe tasks that may be performed by a teacher or a paraprofessional. The trainees are asked to judge these tasks as appropriate or inappropriate for the paraprofessional. The difference in the perception of individual team members is shown in the range of items judged inappropriate paraprofessional tasks. A comparison of the pre-test and post-test (before and after training) indicates clarification of role.

The Trainer of Trainers Self-Appraisal Confidence Scale measures the confidence of the trainee to perform ten training techniques or strategies.

A. Analysis of the Role Clarification Data (See Charts 1, 2, and 3)

The data confirms the prediction of the staff relative to two hypotheses.

Hypothesis #1. As a result of training, the range of difference among team members is reduced.

Hypothesis #2. As a result of training, the number of tasks judged inappropriate for the paraprofessional is decreased.

Cycle #1

The hypotheses are supported in all instances.

Cycle #2

Hypothesis #1 is supported in all instances.

Hypothesis #2 is supported in 7 out of 9 cases. Even the exceptions give indication of a clear perception of the role of the paraprofessional at session #10. Teams J and K had contact with the project trainers in direct training programs conducted prior to the Trainer of Trainers program, and this influence biases the pre-test.

CYCLE #1

Chart 1

RANGE BY TEAMS: INAPPROPRIATE PARAPROFESSIONAL ROLE TASKS

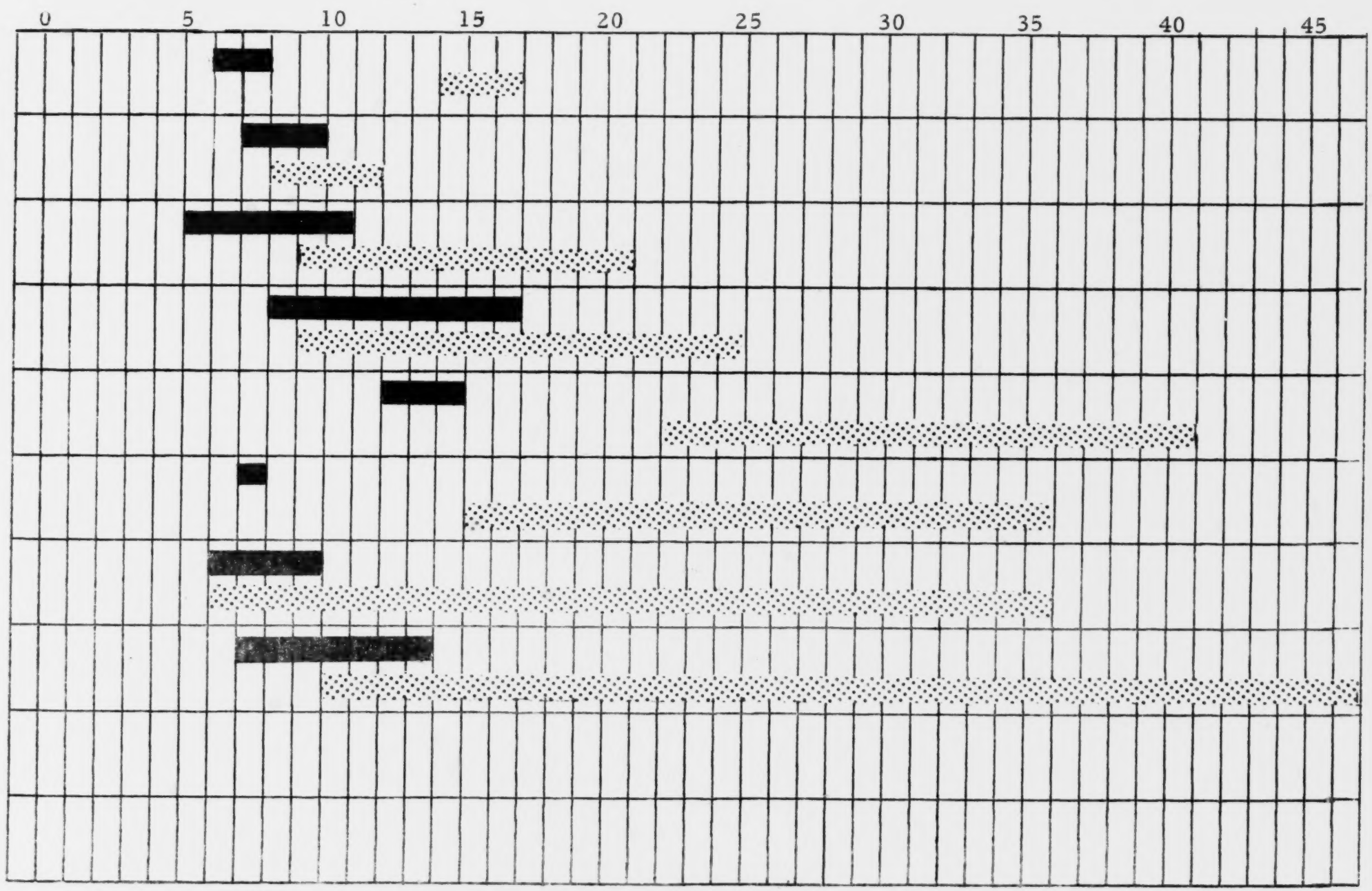
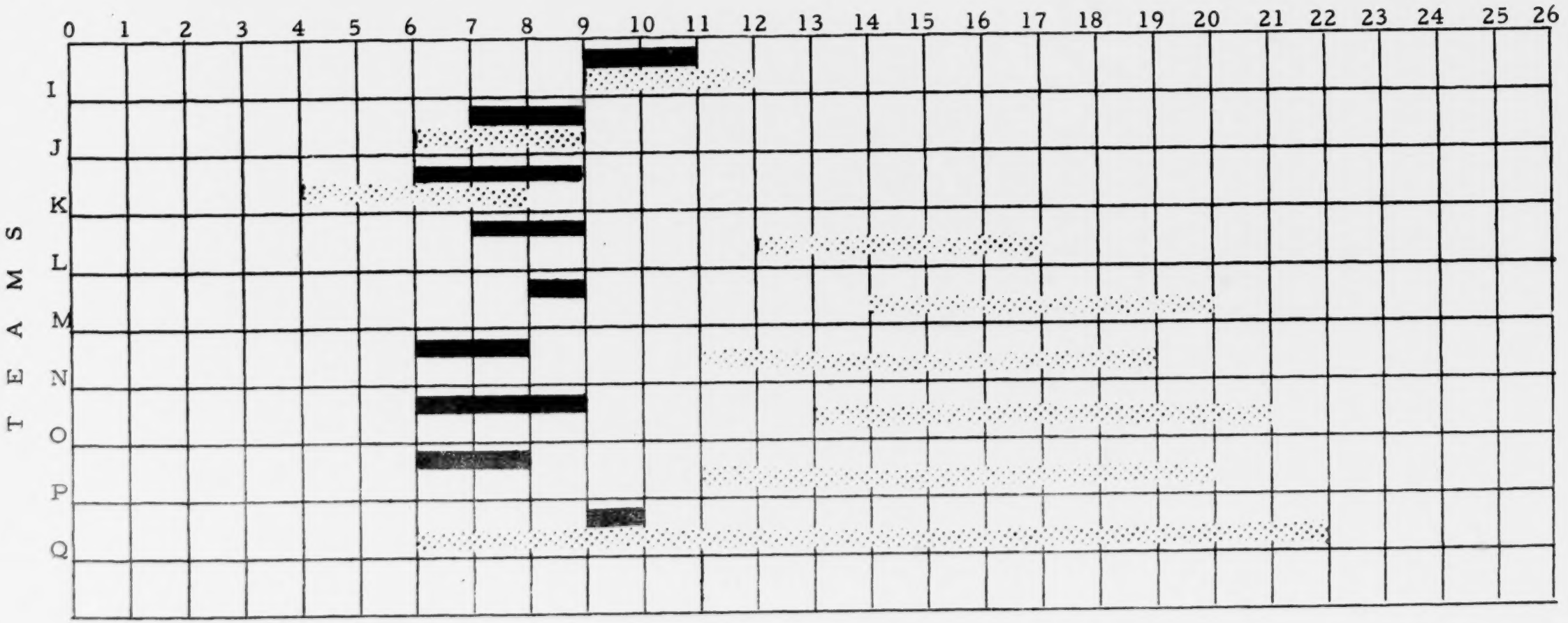


Chart 2

CYCLE #2

RANGE BY TEAMS: INAPPROPRIATE PARAPROFESSIONAL ROLE TASKS

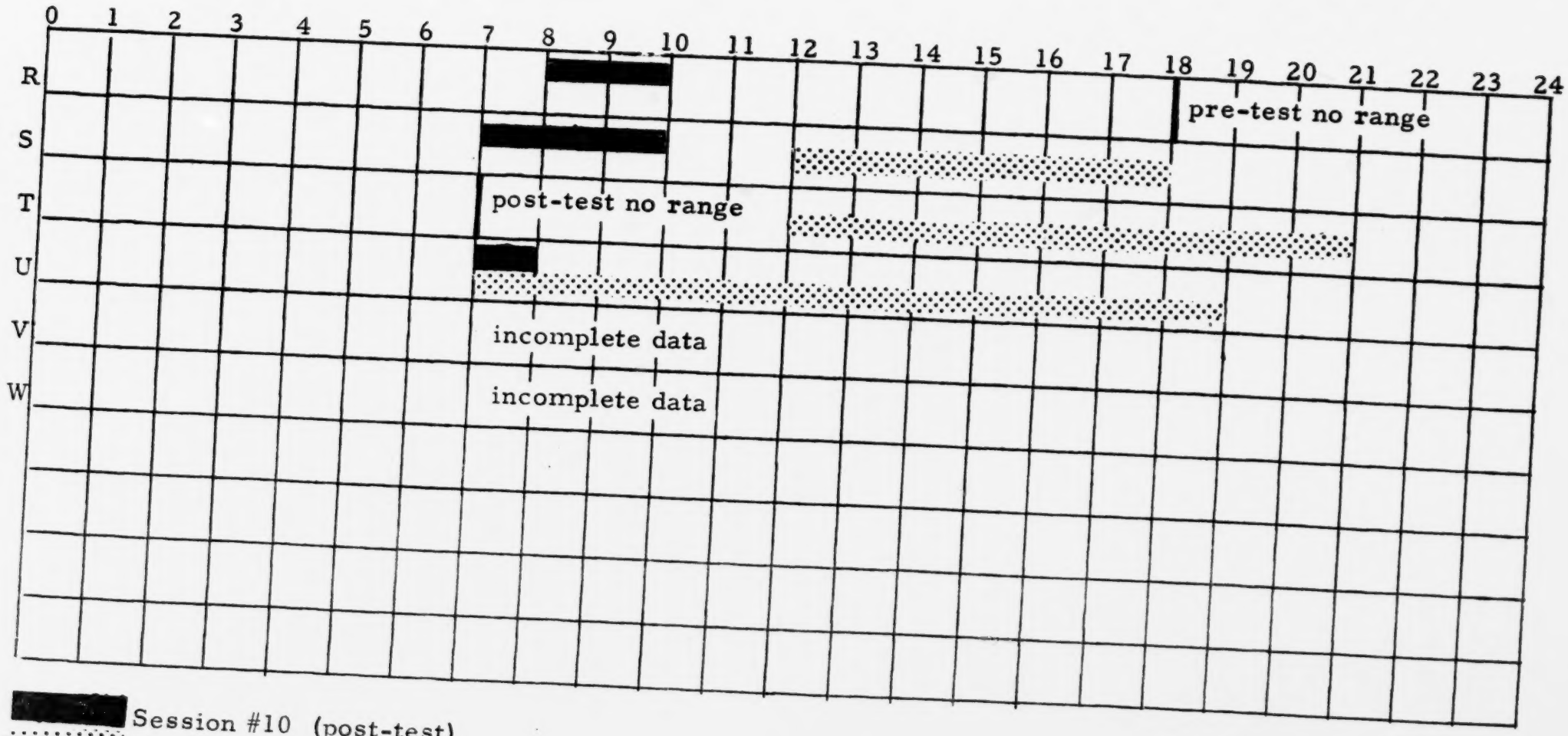


CYCLE #3

Chart 3

RANGE BY TEAMS: INAPPROPRIATE PARAPROFESSIONAL ROLE TASKS

No. of Tasks Selected as Inappropriate



Cycle #3

Hypothesis #1 is supported in three cases out of four in which data are available.

Hypothesis #2 is supported in all instances in which data are available.

B. Analysis of the Confidence Scale Data (See Charts 4, 5, and 6)

Nineteen of 23 teams reached mean scores that represent the 80% level of confidence hypothesized at the outset of training.

The median scores also reached the 80% level of confidence in Cycles #1 and #2. The median scores of Cycle #3 were lower by 10 percentage points but increased over the training period.

C. Reality Testing -- the Multiplier Effect

The most practical kind of evaluation of the trainer of trainers program is whether the trained teams actually conducted training programs in their local school districts. Evidence of the multiplier effect is shown in Chart 7. Thirteen teams conducted training in their local settings. This training involved 405 participants.

Chart 4

CONFIDENCE SCALE TEAM PERCENTAGES

Cycle #1

	Session #1 (MEAN)	Session #10
Team G	78%	81%
Team H	75%	81%
Team C	55%	91%
Team B	72%	87%
Team E	80%	71%
Team D	58%	93%
Team A	58%	82%
Team F	52%	80%

Session #1	
No. of Participants	Score
1	-90-94
6	-80-89
8	-70-79
5	-60-69 (median)
6	-50-59
2	-40-49
3	-30-39
31	

Session #10	
14	-90-98
6	-80-89 (median)
8	-70-79
3	-60-69
31	

Chart #5

CONFIDENCE SCALE TEAM PERCENTAGES

Cycle #2

	Session #2 (MEAN)	Session #10
Team P	44%	87%
Team K	61%	82%
Team M	29%	87%
Team Q	29%	80%
Team O	29%	82%
Team I	41%	82%
Team J	34%	82%
Team N	30%	84%
Team L	75%	96%

Session #1	
No. of Partic.	Score
1	-90-100
6	-80-89
4	-70-79
6	-60-69 (median)
10	-50-59
4	-40-49
2	-30-39
1	-20-29
34	

Session #10	
12	-90-100
11	-80-89 (median)
5	-70-79
2	-60-69
1	-50-59
0	-40-49
31	

Chart #6

CONFIDENCE SCALE TEAM PERCENTAGES

Cycle #3

	Session #1 (MEAN)	Session #10
Team W	69%	60%
Team V	55%	74%
Team U	44%	73%
Team S	65%	80%
Team R	36%	89%
Team T	73%	88%

Session #1

No. of Partic.	Score
5	-90-98
2	-80-89
3	-70-79
5	-60-69 (median)
3	-50-59
2	-40-49
5	-30-39
2	-20-29
27	

Session #10

5	-90-98
5	-80-89
5	-70-79 (median)
3	-60-69
1	-50-59
1	-40-49
1	-30-39
21	

Chart #7

TEAMS THAT CONDUCTED LOCAL PROGRAMS

District	Duration of Training	No. of Participants
1. Ecorse	1 week (30 hours)	35 paraprofessionals 40 teachers
2. Gesu	3 meetings (6 hours)	16 paraprofessionals
3. Guardian Angel	6 meetings (9 hours)	10 paraprofessionals
4. Highland Park	6 hours	50 paraprofessionals
5. Huron	2 weeks-spring (10 hrs.) 2 days-summer (6 hrs.)	14 paraprofessionals 18 teachers 27 teachers
6. Inkster	10 sessions (5 hours each) 50 hours	26 paraprofessionals 26 teachers
7. Ladywood	1 day	7 paraprofessionals
8. Our Lady of Loretto	2 weeks (30 hours)	20 paraprofessionals
9. Livingston County	3 weeks (120 hours) plus practicum once a week throughout year	20 paraprofessionals
10. River Rouge	4 weeks (120 hours)	24 paraprofessionals 24 teachers
11. Romulus	1 week (15 hours)	10 paraprofessionals 10 teachers
12. Wayne	2 weeks (30 hours)	25 paraprofessionals
13. Westwood	6 hours	3 paraprofessionals

TOTAL 405

III. PROJECT STAFF

Project Director - Arnold Glovinsky. Ed. D. Formerly Director of of The Paraprofessional Study, ESEA, Title III; Director, Wayne County Migrant Program; Advisory Specialist, Desegregation Advisory Project, Title IV, Civil Rights Act of 1964; 14 years experience as classroom teacher and department head, Detroit Public Schools; instructor, Wayne State University College of Education.

Coordinator - Joseph P. Johns, Ph. D. Formerly Director of the Birmingham Social Studies Curriculum Evaluation Project, ESEA, Title III; Assistant Director, The Paraprofessional Study, ESEA, Title III; assistant principal, department head, teacher in the Detroit Public Schools - 18 years; supervisor of student teachers, Michigan State University.

Staff Development Specialist - Roy D. Norton, M. Ed. Formerly assistant principal, administrative assistant, teacher and attendance worker, Pontiac Public Schools - 16 years; experience as coordinator of paraprofessionals, Jefferson Junior High School (Pontiac, Michigan.)

Staff Development Specialist - Dolores Olszewski, M. Ed. Formerly elementary principal, secondary teacher, and Social Studies curriculum coordinator, department head, classroom teaching experience - 15 years, Archdiocese of Detroit; experience as coordinator of paraprofessionals.

Materials Production Technician - Joanne K. Daniels. Formerly Production Assistant, Statewide Dissemination Project, ESEA, Title III.

Secretary - Carol Kosmalski. Extensive experience in paraprofessional programs.

IV. WHERE THE PROJECT WAS CONDUCTED

The Paraprofessional Training Project was conducted under the auspices of the Wayne County Intermediate School District, Detroit, Michigan. The Wayne County Intermediate School District comprises 622 square miles. Within this area there are 695,508 school children in 37 local school districts in 963 school buildings.

Although Wayne County is usually, and accurately, described as an urbanized area, five percent of the population lives in rural areas. Many others live in semi-rural communities. The County has an estimated population of 2,728,000, a number greater than the population of 30 of our states. Nearly one-third of Michigan's school population lives within the area served by the Wayne County Intermediate School District Office of Education. The County has a good racial mix. Some districts are racially varied; others are predominantly white or black.

V. OBJECTIVES AND NEEDS

THE OVERALL OBJECTIVE OF THE PROJECT WAS TO STIMULATE THE DEVELOPMENT OF NEW AND MORE EFFECTIVE STAFFING PRACTICES IN THE PUBLIC AND NONPUBLIC SCHOOLS OF WAYNE COUNTY, MICHIGAN. This overall objective was met by:

1. Preparing paraprofessionals who were on the job or who would be employed to make the maximum contribution possible to the improvement of education

2. Assisting certificated personnel to make effective use of and to work productively with school paraprofessionals

3. Demonstrating new staffing patterns and developing new career models which make use of paraprofessionals and which permit efficient use of the professional's time and skills

There was a need:

1. To provide assistance to pupils by concerned adults on an individual basis

2. To develop higher professional status for teachers and a more manageable instructional situation thereby making the profession more attractive

3. To provide school administrators an answer to their increasing needs for services

This overall objective was fulfilled by the following specific objectives:

A. TO CONDUCT A SERIES OF DEMONSTRATION TRAINING PROGRAMS

   1. For paraprofessionals

   2. For certificated personnel with whom they work

   3. For certificated personnel who have responsibility for school paraprofessional programs

Need:

Approximately 7,000 paraprofessionals are presently employed in Wayne County Schools in 23 local school districts and in nonpublic schools. Training is essential if the required licensing of paraprofessionals engaged in instructional tasks is to follow the mandate of the Michigan Certification Code (Rule 390.1105) and the Opinion No. 3647 of the Attorney General of the State of Michigan.

B. TO INSTITUTIONALIZE THE USE OF PARAPROFESSIONALS IN WAYNE COUNTY SCHOOLS:

1. Through the preparation of trainers of paraprofessionals and trainers of trainers in each public and nonpublic school district

2. Through support and guidance to these local trainers as they conduct sessions in their districts

3. Through evaluation of training programs and new staffing practices in the area

4. Through working with institutions of higher learning to to develop and arrange specific courses for paraprofessionals and teachers

5. Through developing cooperative agreements with teacher education institutions for the granting of credit and/or equivalency for training experiences to meet State of Michigan requirements for the instructional aide permit

6. Through continuing to define and develop the concept of "career ladder" in paraprofessionalism in schools

7. Through consultation with local school districts

8. Through dissemination of information

Need:

When the proposal was written, there were no trainer of trainers program in Wayne County. Local school districts needed assistance in developing training programs to initiate and expand the use of paraprofessionals. Many lacked the "know-how" and the financial resources to hire staff to

accomplish these ends. Moreover, it was economically impractical to have each local school district duplicate the same effort. Community colleges and four-year colleges in Wayne County, Michigan, had not developed training programs for professionals who work with paraprofessionals or the paraprofessionals themselves.

C. TO IDENTIFY A NEW SOURCE OF PERSONNEL FOR THE SCHOOLS OF WAYNE COUNTY THROUGH THE RECRUITMENT BY LOCAL DISTRICTS OF PROMISING CANDIDATES FOR PARAPROFESSIONAL TRAINING AND PLACEMENT

1. By attracting qualified persons who may have limited formal education

2. By offering self-realizing school positions to many who are now unemployed or underemployed

Need:

Numerous writers, such as Frank Riessman, Arthur Pearl, and Gordon Klopf, have ably demonstrated the urgency of the "new careers" concept. At all levels, national, state, and local, both the public and private sectors are attempting to mobilize resources to train and place persons in jobs.

D. TO INCREASE THE RICHNESS OF THE SCHOOL ENVIRONMENT

1. By bringing to the schools individuals whose backgrounds and experiences differ from those of most educators

2. By increasing the number of adults who can relate to boys and girls in schools

Need:

New methods of school organization such as nongrading, small and large group instruction, large material resource centers, more individualized and independent study demand different staffing relationships in schools, plus additional school personnel who can assist in opening and maintaining channels of communication between staff and pupils where often it exists to only a limited degree.

E. TO IMPROVE COMMUNICATIONS BETWEEN THE SCHOOL AND THE COMMUNITY

Need:

There were many indicators pointing to the growing breach between school and community, e.g., increasing number of millage and bond election defeats, demands for decentralization of school administration, demands for school accountability, and the broad move for more citizen participation in the educational decision-making process.

SUMMARY

Three cycles of the trainer of trainers program of the Project prepared teams from local school districts to conduct training programs for paraprofessionals and teachers in their own districts. A detailed description of this program is found in Paraprofessional Training Model (Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184). Trained teams were provided with training materials and at-the-elbow help as they conducted their district training programs. Staff development personnel visited and consulted with each trained team in their school district and provided direct help in planning local programs and arranged for special consultant assistance when needed.

Twenty-three teams consisting of 110 participants were trained. These teams represents 15 central office administrators, 20 principals, 27 teachers, and 48 paraprofessionals. They attained the identified goals of training as hypothesized at the outset relative to role clarification and confidence as trainers. (See Evaluation.) Thirteen of the teams conducted district training programs. Four hundred and five persons participated in the local programs, an indication of the multiplier effect in operation.

Training materials developed and produced by Project staff were given to local teams. Materials included two series of transparencies, guides in the use of these transparencies, evaluation instruments, a training model, a guide for library aides, specific training designs and a taxonomy of paraprofessional training, and specific design in communication skills and conflict resolution. (See II, 5 for a detailed list of training materials.)

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.